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ABSTRACT

Project LEAD (Literacy Education and Development) is an organization of volunteer tutors in English literacy for limited-English-proficient migrant workers, primarily Spanish-speakers. The report details project implementation in Lenawee County (Michigan) by the Adrian Public Library. The report is organized according to the project's eight stated objectives. For each objective, progress toward accomplishment is described. They are to: (1) search for, locate, and encourage participation by functionally illiterate adults; (2) recruit and train volunteers; (3) improve reading and writing skills in functionally illiterate adults; (4) develop a process for phasing participants into existing adult education classes; (5) expand an adult literacy resource center; (6) continue outreach for public awareness of illiteracy and Project LEAD; (7) coordinate services with state and local adult education agencies, the county library system, and other literacy service providers; and (8) facilitate formation of new reader support groups to encourage student input and leadership in literacy activities. The 1988-89 budget is outlined. It is concluded that the project has established itself as an integral part of the adult education system, and program development should now be addressed. Appended materials include the project's mission statement, student recruitment schedule, organizations and institutions cooperating in the project, and newspaper articles. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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LIBRARY SERVICES AND CONSTRUCTION ACT
TITLE VI
LIBRARY LITERACY PROGRAM

ADRIAN PUBLIC LIBRARY
CITY OF ADRIAN
143 EAST MAUMEE STREET
ADRIAN, MI 49221

ADRIAN PUBLIC LIBRARY LITERACY EDUCATION AND DEVELOPMENT (LEAD) PROGRAM

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Part I: General Information

Organization receiving grant:	Adrian Public Library City of Adrian 143 East Maumee Street Adrian, MI 49221
Contact Person:	Janet F. Vern (517) 265-2265
Grant Number:	R167A80284
Grant Amount:	$25,000.00
Amount Expended:	$24,999.00

Part II: Narrative Report

Introduction

Project LEAD (Literacy Education and Development) was initiated in February, 1986, by the Adrian Public Library, and funded by a LSCA Title I grant. Since that time, the Adrian PUblic Library has sponsored Project LEAD to promote the use of the voluntary services, to acquire library materials, and to use library facilities, all in providing an adult literacy program. LSCA Title VI funds have enabled Project LEAD to coordinate, expand and support volunteer efforts to continue to address the problem of illiteracy in the service area through September 30, 1989.

Through a cooperative community effort, Project LEAD has become a quality literacy program, and a source of pride and inspiration to the community. With the closing of the grant period Project LEAD will continue at the Adrian Public Library with no significant changes in program or personnel, through a cooperative agreement with Region II Community Action Agency. The expanded base of financial support assures a volunteer adult literacy program positioned to respond to increased community awareness and demand for adult literacy training.

Objectives

In order to fulfill the purpose of Project LEAD, eight objectives were developed, each comprising a key component of the plan. Outlined below are the objectives, what was done to achieve them and the extent to which each was accomplished.

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Objective 1 - To search for, locate, and to encourage participation by functionally illiterate adults.

The marketing strategy used by Project LEAD from its beginning had been four fold: (1) Word of mouth referrals (Tell a Friend campaign), (2) Direct appeal to illiterate adults through radio, (3) Referrals through community service agencies and adult education providers, (4) Local newspapers and printed materials.

The effort in the grant year ending 9-30-89 has been to maintain the momentum in those areas, while expanding to target workers with a history of steady employment despite low level literacy skills. Most local industry is related to the auto industry and is subject to economic depression. After a sustained period of unemployment, Lenawee County experienced an economic upswing during the grant period, resulting in a shortage of skilled labor, even as unemployment remains. In addition, the state of Michigan has published the conclusions of the workforce literacy taskforce which has redefined workforce literacy. As a result, an acute awareness of the need for literacy skills in the workforce has developed. Project LEAD has successfully linked with the Lenawee Chamber of Commerce and the United Auto Workers to aggressively recruit persons needing to upgrade their literacy skills.

* To recruit students from the workforce, the following has been accomplished:

  a. List of target businesses has been compiled by Project

Coordinator and is available for review.

b. A forum of county adult educators, LEAD coordinator and business leaders has been formed to identify needs and coordinate efforts for workforce literacy.

c. Project LEAD and county adult educators sponsored a corporate spelling bee to highlight the need for life long learning and adult literacy. Twenty two businesses participated. (Appendix)

d. Project LEAD and county adult educators sponsored a workforce literacy conference to promote business/education cooperation in promoting workforce literacy.

e. Project LEAD has been endorsed by the bargaining committee of Adrian Fabricators, Inc., an employee owned corporation.

f. Project LEAD has linked with UAW local and has the support of union leadership.

Adrian's population is 16% Hispanic. In addition, the farming industries are served by an influx of migrant workers, many of whom are functionally illiterate, often unable to speak English. Project LEAD has worked with the Hispanic leadership to recruit students from the seasonal work force both resident and migrant, and to develop methods and materials to meet their special needs.

* To recruit Hispanic students the following has been accomplished:

a. LEAD linked with the Migrant Resource Council

b. To provide reading and ESL tutoring to adult students at the migrant camps, LEAD has linked with the Migrant Mobile Service Unit of Community Mental Health. Materials, expertise and tutors were part of the pilot program designed to take community services to the camps. Eight camps were visited. Plans are underway to expand the program for the 1990 season.

c. Brochures and Public Service Announcements are available in both English and Spanish.

d. LEAD Coordinator has compiled a list of Migrant Camps and service providers to the migrant community.

* Continuing the momentum of recruiting efforts which were in place in September 1988, the following was accomplished to assure word of mouth referrals:

a. Posters, brochures and bookmarks with message "Give the gift of literacy, tell a friend about Project LEAD" continue to be distributed.

b. Distribution system is in place for above literature targetting libraries, bookstores, grocery stores, restaurants etc. (See appendix for cooperating businesses and agencies.)

c. The focus of recruitment in 1988/9 encouraged an active role for learners. The "Readers are Leaders" campaign promoted responsibility for self and empowerment through literacy.

d. Project Lead participated in the student recruitment pilot program with Michigan Literacy, Inc(MLI). Eighteen

students contributed. (See Appendix for program agreement.)

* Direct appeal to functionally illiterate adults through the use of local radio broadcasts continues.
  a. Guest appearances were made on local radio talk shows by Project Coordinator, LEAD tutors and students, and by MLI Director.
  b. Public service announcements are made regularly on two area radio stations in both English and Spanish. (WABJ & WLEN)
  c. Cooperation with Michigan Hot Line 800 referral service is maintained.
* Informing community service providers with information as to Project LEAD goals, methods and access procedure continues.
  a. Regular contact is maintained with the fifteen community service agencies with which Project LEAD has linked. Brochures, and cards are supplied to facilitate referrals. (See Appendix for cooperating agencies.)
  b. Community Mental Health has initiated tutoring to mentally handicapped using Project LEAD tutor training and materials.
  c. LEAD coordinator maintains contact with individual service providers as needed. Individual contact by phone and in person with counselors has proven to most effective in maintaining a level of referrals and follow-up. (See Appendix for cooperating agencies.)
  c. Advising clients of LEAD services is part of the intake

procedure for the Michigan Opportunity and Skills Training (M.O.S.T.) Unit of the Department of Social Services.

d. Project LEAD provided an orientation for parents of children enrolled in the foster grandparents summer tutoring program. Family literacy was stressed. Two adult students immediately enrolled for adult tutoring.

* Make use of local newspapers as most cost effective approach to reach the community.

a. News releases are made regularly to local newspapers. (See appendix for sample articles and announcements.)

b. Mention of Project LEAD is included as a public service in The Daily Telegram "Weekly News Round Up."(See Appendix)

c. Free adds are published regularly in the free shopping guide. (See Appendix)

g. Copies of all of the above are on file and available for review.

Objective 2 - To recruit and train volunteers.

Recruitment is done through contact with community group likely to have members with a high potential to become successful tutors, and through service area wide awareness program (See objective 6). Tutors are provided twelve hours of training using the Michigan Method. The Michigan Method was developed by Michigan Literacy Inc. to incorporate both the Laubach and Literacy Volunteers of America approach to teaching reading. It is widely accepted in Michigan. The training is supplemented with current research on metacognition, learning styles and principles of interactive learning. Because Project

LEAD has a high retention rate for tutors, it has been highly selective in choosing persons for tutor training and limited the number of training sessions held. Energies have been directed to in-servicing and individual consultations to support the current group of active tutors. Over 150 tutors are part of the reserve tutor corps, 25 are trained for English Second Language service.

* To provide an adequate number of skilled tutors the following was accomplished:
  a. Basic tutor training workshops were held in March, May, and September. Thirty-five tutors were trained.
  b. Certified Michigan Method trainers conduct the training. Manual as provided by Michigan Literacy Inc., and outlines of each training session are available for inspection.
  c. Project LEAD Coordinator has been certified as a tutor trainer in the Michigan Method.
  d. Written evaluations are given at the conclusion of each training workshop as a basis for improving future workshops. Summaries of evaluations are on file and available for inspection.
  e. Project Coordinator maintains contact on a one to one basis with active tutors as a resource person. Such individual in-service is most convenient and relevant to tutor needs.
  f. A ten hour advanced workshop on the Literacy Volunteers of America (LVA) methods of teaching English as a Second

Language was offered. Fifteen tutors attended, including outreach workers from Community Mental Health, Catholic Social Service, Migrant Mobile Unit and VISTA volunteers.

g. Four in-service meeting were sponsored by LEAD, with fifteen tutors in attendance. Topics were " Getting acquainted with new materials," "Spelling and Emergent Literacy," "Learning Styles: the way to more effective lessons," and "Sharing the Knowledge: a post conference dialog."

h. A volunteer tutor resource person is in place to provide advice and encouragement on a one to one basis to tutors requesting assistance. She is also computer literate and advises tutors on the applications of the Apple Computer.

i. Project LEAD informs tutors of opportunities to attend state and regional workshops. A sample of workshops attended by LEAD tutors includes but is not limited to the following:

Michigan Literacy Conference (MLI & MALI), What to do when the Grant Runs Out (MLI), Washtenaw regional literacy conference, Writing for New Readers (MLI).

Objective 3 - <u>To improve reading and writing skills in functionally illiterate adults</u>.

Over 1,860 contact hours of tutoring were provided during the grant period. Over 90 adults were served. (Some tutors are known to be tutoring family members or friends but do not report student identity or number of hours tutored so are not counted for purposes of this report.) In addition, success in attaining

this goal are indicated by the following:

a. Project LEAD student, Allen Elmore was selected as outstanding student from Region 5 and honored at the state literacy conference. (See Appendix)

b. Twenty-three students continue to be tutored in Project LEAD at the end of the grant period.

c. Nine LEAD students enrolled in ABE or other classes in September.

d. Interest inventory and needs assessment is taken for each participant by Project Coordinator or tutor as student begins program. In addition, Project Coordinator uses Where to Start, the assessment tool of the MICHIGAN METHOD, to determine if student is beginning, intermediate or advanced level in word recognition and spelling. Tutors are responsible for maintaining records as students master skills enumerated in MICHIGAN METHOD checklist for each level of proficiency.

e. Every student in Project LEAD has been able to improve basic skills to some extent even if he/she has left the program before achieving his/her goals. The lack of extensive testing prevents Project LEAD from attaining a more definitive measure of success. The number of students continuing in the program until able to pass successfully to other educational programs is a good measure of success.

f. Periodic writing samples are kept on file for each student and are available for inspection.

g. An interactive model for assessing reading and writing progress has been developed to facilitate measurement without standardized testing, and involving the learner as an active partner in the assessment process. This model has been approved by the advisory board and will be implemented in the 1989/90 year.

h. The Adult Placement Indicator (API) is used with students measuring as advanced students and as a vehicle to measure readiness to attend Adult Education Classes.

Objective 4 - To develop a process by which participants can be phased into currently existing adult education classes.

Cooperation in recruitment, teacher/tutor in-servicing, and student support has been the tradition of Project LEAD and local adult education programs. The process of transition to adult education classes is indicated by the following:

a. LEAD tutors assist regularly in ABE classes at the request of, and in cooperation with adult education teachers. In the school year 1988-1989 eight tutors assisted in two school systems, Adrian Adult Education and Tecumseh Adult Education. In September 1989, four tutors were already in place assisting in the ABE and/or ESL classrooms.

b. ABE teacher, Linda Kator, was nominated by Project LEAD, and chosen by the Michigan Department of Continuing Education as outstanding adult education teacher from our region for her effective use and support of LEAD tutors.

c. Sixty per cent of the students in the ABE reading classes in Adrian Adult Education have been or are currently being

tutored by LEAD tutors.

d. The drop-out among former LEAD students in ABE classes is only seven per cent.

f. Follow-up interviews with teachers indicate that students moving into the classroom from Project LEAD are motivated, enthusiastic and hard working.

g. Tutors are available as needed to support students in addition to their ABE classes. In September 1989, seven ABE students were being tutored by LEAD tutors in addition to classroom work.

h. Cooperation has been established with the Lenawee Vocational Technical Center. Two students in industrial, vocational classes have received tutor help with reading/study skills enabling them to complete their courses.

i. As the person responsible for LEAD students' initial screening and for maintaining records of progress, LEAD Coordinator is familiar with students and their abilities. She cooperates with adult ed staff in recruiting and placing LEAD students, and in follow up activities.

Objective 5 - To expand an Adult Literacy Resource Center

A needs assessment was done by Project Coordinator with the cooperation of administrators from the Adrian Adult Education staff. As a LSCA Title I project, Adrian Public Schools as an in-kind service, contributed Laubach materials, including Skill Books 1 thru 4, Focus on Phonics and the more advanced Challenger series 1 thru 4. In each subsequent year, volumes

have been added to form an enviable collection of reading materials. The limited availability of appropriate material for low level student made collection development challenging.

Tutors now write their own material, and rewrite current articles, including crossword puzzles and Cloze exercises for reinforcement. Each tutor's work is added to the computer 'bank' of resources available to other tutors. The availability of the materials on disk facilitates tailoring materials to the level of individual student needs. The success of this program, and its potential for future use is great. It has begun to answer the need for beginning level material on specific topics. The position of volunteer computer resource person facilitates tutors learning the software and its applications. Computer use and samples of tutor generated materials are now included in the basic tutor training workshops.

This year, the priority for collection development was five fold: (1) basal materials for more advanced readers (Challengers by New Readers Press) (2) materials to encourage the writing process for early literacy students (In the Know: New Readers Press) (3) audio cassette tapes to facilitate audio learning styles, (4) High interest paper back materials to encourage reading for pleasure, (5) Prescriptive materials for independent practice (Essential Skills: Barnell-Loft).

786 items have been added to the collection. These items include by category:

Instructional materials (basals)	206
Leisure reading materials, books	223

Leisure reading materials, pamphlets	280
English second language materials	8
Audio cassettes	30
Tutor resources(current research and manuals)	79
Video cassettes (National Issues Forum)	3

Objective 6 - To continue a program making the public aware of the illiteracy problem and Project LEAD.

Promoting community awareness is a strength of Project LEAD, and is recognized as a benefit for education at all levels.To promote community awareness, the following has been accomplished.

a. Public service announcements have been aired in both English and Spanish.

b. Project Coordinator chaired a work group on illiteracy as part of the Community Mental Health Services' project for Coordinated Community Planning for Prevention Services. The resulting documents are to be widely distributed to increase collaborative programming, referral linkages and mutual assignment of staff, training and consultation.

c. Talk show hosts on two of the local radio stations have demonstrated a consistent willingness to speak with LEAD participants and coordinator, including listener call-in opportunities.

d, Notices of workshops and in service meetings for LEAD participants are routinely included in the following papers:

	Circulation
Access Communication	34,686
The Daily Telegram	17,300
Tecumseh Herald	5,200

e. The Daily Telegram is committed to public awareness of Project LEAD and has provided regular coverage. One reporter has become a tutor and writes of her experience.

f. "The Weekly News Roundup," continues as a regular feature of The Daily Telegram, in cooperation with Project LEAD. The roundup is directed to the adult new reader highlighting local news in a lexicon for beginning readers, and noting the service of Project LEAD.

g. The Daily Telegram, in cooperation with Project LEAD and the Lenawee Association of School Librarians, began a continuing series of book reviews written by local children, in order to promote reading/literacy among children.

h. Speakers bureau has been formed to provide speakers on illiteracy to interested groups. Over twenty speaking engagements have been made.

i. Project LEAD promotional efforts and follow-up coordinated with Literacy efforts on the state level, including PLUS broadcasts, Literacy Sunday, Illiteracy in the Workplace, and library promotions.

j. Corporate Spelling Bee and Workforce Literacy Conference (see above and appendix.)

Objective 7 - To cooperate and coordinate services with state

and local adult education agencies, the Lenawee County Library System, and other providers of literacy related services.

Project LEAD is affiliated with Literacy Volunteers of America and has successfully linked with state literacy projects through Michigan Adult Literacy Initiative (MALI) of the Michigan Department of Education, Michigan Literacy Inc. (MLI), Library of Michigan, and Southeast Michigan Literacy (SEMLIT).

a. Project Coordinator has visited other literacy projects in Howell, Jackson County, Hillsdale County, Washtenaw County, Saginaw and Flint.
b. Project Coordinator works closely with Adrian Adult Education Director and staff on literacy issues.
c. Project coordinator works closely with Director of Community Education of Lenawee Intermediate School District (LISD) on literacy issues. The LISD represents six additional school districts.
d. The Adrian Public Library is the sponsoring agent for Project LEAD, its headquarters and primary site for tutoring. In addition, the Lenawee County Library System supports Project LEAD,disseminating information and/or providing sites (See Appendix for cooperating libraries).
e. Project LEAD students, tutors and coordinator took an active role in planning the first annual regional adult literacy conference.

Objective 8 - To facilitate the formation of new reader support groups to encourage student input and leadership in literacy activities.

This objective was met through participation in the MLI pilot program for student recruitment. Eighteen students participated in the project, being interviewed by MLI director and contributing ideas and critiques of existing methods. One local result of student input was the initiation of advertising in the free shopper. Students began to dialog, and as a result, increased self esteem became evident. One student, Rose Hoffman, took her story to the local newspaper and suggested they publish it. (See appendix)

Regularly scheduled student support meetings envisioned by planning staff have proved unacceptable to students for two reasons. (1) Many students still protect their anonymity. (2) When anonymity is no longer an issue, students have found support in attending adult ed classes and have no need or time for additional meetings. However, recognizing the importance of peer support, students have responded in the following ways:

a. Three students accompanied Allen Elmore to the state convention when he received the outstanding student award.
b. Student committee formed after the state conference to critique it and plan the student strand of the regional conference. Three students participated.
c. Four student representatives attended the regional literacy conference "Reading Rally" and offered to serve on a promotions committee for subsequent conferences.
d. Students serve as mentors for beginning students. Five students participate as mentors.

BUDGET 1988-89

	Budgeted	Actual
Salaries	$17,460	$17,821
Fringe Benefits	1,490	1,442
Travel (long distance)	500	345
Supplies	350	313
Library Materials	3,600	3,747
Local Transportation	150	36
Printing	150	00*
Photocopying	100	100
Maintenance	150	164
Consultants	500	500
Tutors & Students	400	397
Postage	150	154
	$25,000	$25,019

Cash requested and received: $24,999.00

* Because of slight increases in other line items, funds for printing were not spent. However, printing was picked up and paid in-house.

Conclusion

Project LEAD has established itself in Lenawee County as an integral part of the education system for adults, helping functionally illiterate adults begin the process of becoming literate. In Project LEAD, success is defined as steady progress toward a worthy goal. The ultimate goal of Project LEAD is functional literacy for all Lenawee County residents. The yearly success of the project must be viewed as steps toward that goal. The first priority is to maintain quality of the basic program components of awareness, cooperation, recruitment and support. The continued service of the core of tutor/student matches, the steady progress of students into the adult education classes and enthusiastic support of the community indicate this has been done.

In order to assure a dynamic, responsive program, the additional components of assessment, growth, and development must also be addressed. Project LEAD Linkage with the Lenawee Chamber of Commerce, the UAW and the Migrant Resource Council, the innovative use of the Apple computer to expand and improve the resource materials, the enthusiastic support pledged by the local media, and the financial commitment of Community Action Agency and other organizations to assure the ongoing presence of Project LEAD in the community indicate a positive future for adult literacy in the service area. As Project LEAD continues to address its objectives in a spirit of cooperation and innovation, it provides a quality program serving increasing numbers of students.

APPENDIX

PROJECT LEAD

MISSION STATEMENT

Project LEAD (Literacy Education and Development) is an organization of volunteers serving Lenawee County by providing a variety of services to enable adults to achieve personal goals through literacy. Because we believe literacy is an integral element in successful participation in our society, we provide tutoring and other educational services directly to adults desiring to increase their literacy skills, including English as a second language. We encourage and assist individuals and organizations, including business, industry, labor organizations, education and human service providers in their efforts to promote and provide adult literacy services. Volunteers, supported by a professional staff contribute at each level of the organization.

STUDENT RECRUITMENT PLAN

Beginning date	Target population
March 1989	Migrant workers (ESL and LEP)
September 1989	Prison inmates: Adrian Correctional Facility
January 1989	Low income families: CAA cooperative effort
September 1990	Low functioning readers in the workforce
September 1991	Low income families: The Head Start connection

COOPERATION

Libraries and schools abd businesses cooperating with Project LEAD for the purpose of referrals, disseminating information and contributing in-kind service, including space for tutoring, includes but is not limited to the following:

Libraries:

Adrian Public Library, 143 East Maumee, Adrian, MI
Addison Public Library, 102 S. Talbot, Addison, MI
Britton Public Library, 118 S. Main St., Britton, MI49235
Clayton Branch Library, 11029 Center St., Clayton, MI 49235
Lenawee County Library, 4459 W. US 223, Adrian, MI
Onsted Branch Library, S. Main, Onsted, MI
Ridgeway Branch Library, Hall Memorial Building, Ridge Highway, Ridgeway, MI 49275
Roberts Ingold Memorial Library, 170 Raisin, Deerfield, MI
Shultz-Holmes Memorial Library, 407 S. Lane, Blissfield, MI
Tecumseh Public Library, 215 N. Ottawa, Tecumseh, MI

Business and Industry:

Bank of Lenawee County, 102 E. Maumee, Adrian, MI
Cargotainer, Division of Adrian Fabricators Inc., 412 W. Beecher, Adrian, MI
Chaloner's Cigars & Cigarettes, 108 W. Maumee, Adrian, MI
Chamber of Commerce or Lenawee County, 216 N. Main, Adrian, MI
Christian Bookshelf, 140 E. Church, Adrian, MI
Croswell Opera House, 129 E. Maumee, Adrian, MI
Executive Computer Services, Inc., 1206 Trenton, Adrian, MI
Greg Bell Chevrolet Inc., 1313 E. US 223, Adrian, MI
Inland Division-General Motors Corp., Adrian Plant, 1450 E. Beecher, Adrian, MI
J.C. Penney Co. Inc., Adrian Mall, Adrian, MI
Lenawee Computer Inc., 825 West Beecher, Adrian, MI
Lenawee County United Auto Workers, 1360 W. Beecher, Adrian, MI
Morenci Rubber Products Inc., 555 W. Main, Morenci, MI
Swenk-Tuttle Press Inc., 320 Springbrook, Adrian, MI
Wacker Silicones Inc., 3301 Sutton Road, Adrian, MI
WaldenBooks, Adrian Mall, Adrian, MI

COOPERATION AND COORDINATION

The following have pledged to support Project LEAD:

Adrian Head Start
Foster Grandparents Program
Dominican Sisters Motherhouse
Lenawee County Library System
WABJ
WLEN
The Daily Telegram
Lenawee County Library system
Call Someone Concerned
Catholic Social Services
Lenawee Chamber of Commerce
Lenawee County UAW
Lenawee Area Reading Council
Civitan
Saint Mary's Catholic Church
Aid Association to Lutherans
Lenawee County Grange
JPTA
SER Jobs for Progress
MESC
Citizens Gas Company

Lenawee County Department on Aging
Lenawee County Personnel Directors Ass.
Lenawee Retired School Personnel Assoc.
Hispanic Leadership Development Project
Michigan Economics for HumanDevelopment
Lenawee Department of Social Services
Lenawee Intermediate School District
Adrian Public Schools
Tecumseh Public Schools
Lenawee Adult Education Consortium
Michigan Vocational Rehabilitation
Community Mental Health
Migrant Resource Council
Siena Heights College
Adrian College
Lenawee Cooperative Extension Service
Adrian Community Nursery
Parent Aid & Infant Bonding Program
District Court & Probation Office
Adrian Correctional Facility
Lenawee County Jail

ADULTS—
LEARN TO READ AND WRITE

FREE
PRIVATE

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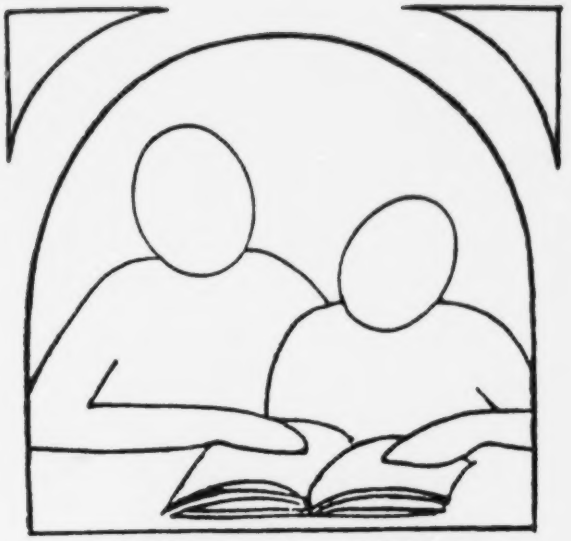
ADULTOS—
APRENDAN A LEER Y A ESCRIBER

GRATIS
PRIVADO

PROJECT L.E.A.D
ADRIAN PUBLIC LIBRARY
265-7205



-UNO A UNO-

Los Adultos
Pueden Aprender a
Leer y a Escriber -

Las Lecciónes están
Confidenciales y Gratis

Llame
por teléfono hoy -

Project L.E.A.D.
263-2161 Ext. 277

red Dec. 31.
:t with the 15-member
rs bargaining unit was
y a bare minimum five
two commissioners ab-
o voting against it.

cess that could take as long as two years.

Negotiations are "going forward" with AFSCME, Lockwood said, after that union voted down a tentative agreement in the past

proval of the Steelworkers contract may help, he added.

"I'm hopeful that this settlement will give some impetus to negotiations with those two organizations," he said.

The three-year Steelworkers pact grants pay raises of 3.5 percent the first year and 4 percent each of the last two years plus a $200 signing bonus. But the comments and businesses have found that having employees share the cost of health insurance is necessary in order to hold down premium increases.

testors tenced eath

(AP) — A court accusople today of starting a anghai and sentenced ath, the first execution nce the government hing the pro-democracy

er display of the widenown on dissidents, state in Beijing showed rotest leaders being to police vans, their ved and signs dangling necks describing their mes.

ent-controlled media numerous arrests in

h sentences in Shanghai first announced since oops opened fire on pro- demonstrators in Beije 3-4, crushing a 7-week- movement.

d-line government since ed arresting more than ple in a nationwide in which the student aders have been branded rrevolutionaries and inf the turmoil.

on said the three men to death were charged ng a train on fire and curity officials who tried ish the blaze. National showed the three men in m being sentenced.

rt also accused them of a riot unprecedented in anghai history. The men, ared to be workers, were as Xu Guoming, Dian d Yan Xierong.

Local LEAD student receives state award

By JANET ANDREWS
Daily Telegram Staff Writer

ADRIAN — The thought of going back to school to learn to read and write was frightening for Allen Elmore Jr.

But Elmore is not a man who remains captive to his fears and for the last two years he has been back in the classroom.

His determination and hard work will be honored this weekend, when he receives an "Outstanding Student" award from the Michigan Adult Literacy Initiative.

Elmore said success in school is a new experience for him, but not because he never wanted to learn. Growing up on a sharecropping farm in Mississippi, Elmore had to work as a youngster and could only attend classes when weather made farming impossible.

Even when he was able to go to school, Elmore said, he did not learn much.

"Our teacher would dip snuff, drink wine, and sleep in front of the class," he recalled, adding this was not a good atmosphere in which to study.

Elmore said he left Mississippi in 1954, looking for work and a brighter future in Michigan. He "didn't know anyone at all," when he came to the state, yet his determination helped him land a job at a mill.

Dressed in a suit, Elmore approached the mill operator about employment. The operator said, "I want someone to start right now," and refused to even let Elmore change clothes before getting to work.

Elmore kept busy working various jobs until he went on disability several years ago, due to a heart condition.

After hearing about literacy programs on television, Elmore had his wife, Peggy, help him track down a local program. Peggy called Jan Vern at Project L.E.A.D. (Literacy, Education and Development) and Vern arranged for a tutor to work with Elmore.

Before he started the program, Elmore said he couldn't read at all.

"A couple of years ago, if you offered me a million dollars to spell 'three,' I couldn't have done it," he said.

Now Elmore can read and write, and sees "a great improvement" in all his skills.

It took plenty of work to reach this point, Elmore said. He attends classes two nights a week during the school year and gets up early every morning to study. He said he always gets his homework done before class, "so I can move ahead more quickly."

The teachers in Adrian Adult Education make learning enjoyable, said Elmore.

Peggy has also provided plenty of encouragement, Elmore said. "She's done everything she could to help me," he said.

Anyone considering going back to school should "definitely" give it a try, said Elmore, adding he hopes to help tutor other students some day.

STUDENT HONORED — Allen Elmore Jr., shown with his wife, Peggy, will receive an "Outstanding Student" award this weekend from the Michigan Adult Literacy Initiative. Elmore has been working in Adrian's adult education program for the past two years and received one-on-one tutoring from Project L.E.A.D. (Literacy, Education and Development) for about eight months. (Telegram photo by Janet Andrews)

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L.E.A.D. force in Hoffman's life

By JANET ANDREWS
Telegram Staff Writer

ADRIAN — Two typed pages prove Rose Hoffman has come a long way since starting in Lenawee County's literacy program.

Hoffman, who has been involved with Project L.E.A.D. (Literacy, Education and Development) for the past two years, said before she entered the program "I couldn't read or write."

Now she has improved to the point where she has written out her plans for the future. Hoffman has also written about some of the most important moments in her life. Not surprisingly, being in Project L.E.A.D. qualifies.

To me, the reading program is something exciting, because I've gotten so much out of it," Hoffman said. "I can look up numbers in a telephone book, and that's a step I couldn't take before."

Hoffman said she went to both public and private schools while growing up, but had trouble learning to read.

Her cousin told Hoffman about Project L.E.A.D., a one-on-one tutoring program for people with reading difficulties, and Hoffman said she decided to give it a try.

"I called (L.E.A.D. Director) Jan Vern, and made an appointment to test my reading level," she said. "Jan put me with Pat Daniels, who I've worked with ever since."

Hoffman said Daniels has become "more than just a tutor, she's my friend too." This helps make lessons together more pleasant, Hoffman said.

The one-on-one tutoring is useful, "because I don't have to wait to get help," she said. In a classroom, Hoffman explained, teachers have to divide their time among so many students that it is hard to give any one person extra help.

Presently, Hoffman and Daniels meet once a week for tutoring sessions, and Hoffman studies every day.

"If I don't study every day, I just don't learn," she said.

Support from her family and boyfriend has meant a lot to Hoffman, she said.

Other Lenawee County residents who have trouble reading should give Project L.E.A.D. a try, Hoffman said.

"If you want to learn, you have to give yourself a chance," she said. "I have told a lot of people about this program. I think if you really want to learn, you can do it."

Among her goals, Hoffman said, is to keep working, and maybe become a tutor herself some day, "to give back some of the things I've learned."

For more information on Project L.E.A.D., call 265-7205.

County woman now able to write about goals

EXCITING EVENTS
IN MY LIFE
By Rose Hoffman

One of the most exciting things I did was the day I met Jerry and Mary Ann Hoffman. I had a lot of bad feelings about my real family and jumping foster homes. They took me in and became my adoptive parents in 1980.

Some other exciting things were when I met my boyfriend Chester. He has been behind me and helped me out on things. He has been a lot of support for me.

One last thing is my reading program. It has helped me a lot, and I have learned a lot of things. I have met new people and got new friends, like Jan and Pat.

MY GOALS

My plans for the future are simple ones.

I wish my health was better, and I plan to do everything to help it along.

Getting married to my boy friend and being happy would mean the world to me.

I plan to keep my reading program going, to learn more, and who knows, one of these days maybe being a tutor myself, helping others.

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Older people are needed to teach others to read

Silver Threads

By Selma Larson

Telegram columnist

There are 12,700 adults in Lenawee County who are functionally illiterate. That is shocking news; but you can help do something to change this.

A class to train tutors will begin on May 31 and continue on June 2, 7, and 9 from 12:15 to 3:30 p.m. Another class will begin on June 20 and continue on June 22, 27, and 29 from 10 a.m. to 1 p.m. These classes are conducted at the Adrian Public Library. If you can help as a volunteer tutor or know someone who wants to read better, call 265—7205 for more information. The only degree you need is a degree in caring. Please call also if you prefer to be included in a later training session.

All tutoring is done on a one-to-one basis. You will be paired up with someone compatible with you and in the time slot that you have available. Arrangements can be made so that you can meet at a location suitable to both of you. As tutors, it is most rewarding to see how your help can improve the quality of life for someone. As a student, it is a great awakening to be able to read to themselves and to their children. As you progress in reading, a whole new world is opened up for you.

Some of the facts about adult illiteracy in Michigan never cease to amaze me. Michigan ranks 25th among all states in its rate of illiteracy. A State of Michigan study projects that each unemployable, functionally illiterate person costs Michigan $469,000 in actual expenditures. It is estimated that 75 percent of unemployed adults have reading or writing difficulties. Think about this, then call 265—7205 to find out how you can help.

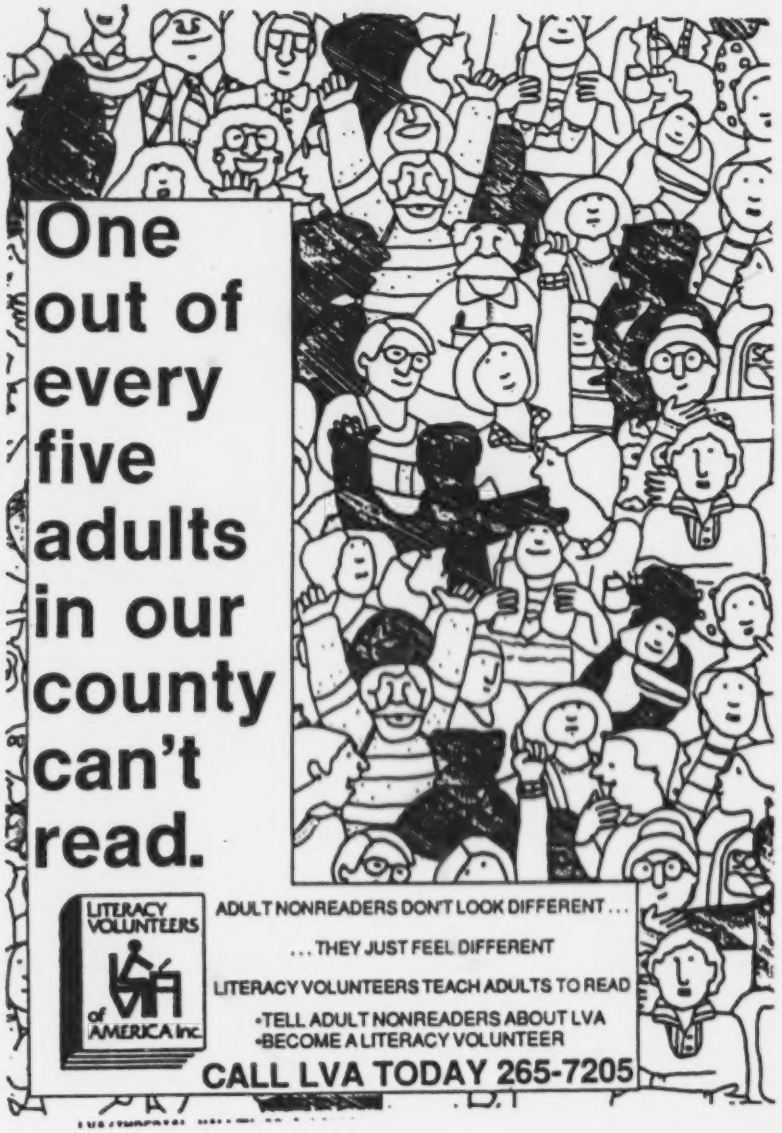
Perhaps you can talk with your employer and ask them to make it clear to their employees that students will be rewarded for having the courage to seek help for literacy problems and they will not lose their jobs. You can also encourage your fellow employees and their families to serve as volunteers in project LEAD. Encourage your company to become a role model in the community.

I was involved in tutoring a lady to read for a time until I just could not continue because of the press of other duties. It is most rewarding to see an individual progress, no matter how slowly and knowing that you had a part making life better for that person.

For years First Lady Barbara Bush has been involved with a literacy program. She became aware that most Americans had only a vague understanding of their country's serious reading problem. Just imagine not being able to read signs in a department store or the directions on a medicine bottle. If you cannot read you cannot look in the want ads for a job or fill out a job application form. When she visited Japan and Korea recently, Mrs. Bush was impressed with the high level of literacy and booming economy of those countries. As she states, the home is the child's first school and the parents are the first teacher, and if the parents cannot read, the children lose out.

There are 675,939 Michiganians over age 20 who do not read at all or read below fourth grade level. This statistic is doubly shocking when you realize that the Michigan drivers license booklet is written at 6th grade level; the directions for frozen TV dinners are written at 8th grade level and General Motors owner's manuals are written at 9th grade level. Think about how frustrating it must be for them. Even the modern version of the Twenty—Third Psalm is written at 5th grade level.

You can help by being a part of the growing force who want to change these statistics in Lenawee County. Just call 265—7205 for more information. Call also if you know someone who cannot read because of a severe disability such as dyslexia. There is help available.


One out of every five adults in our county can't read.
LITERACY VOLUNTEERS of AMERICA Inc
ADULT NONREADERS DON'T LOOK DIFFERENT...
...THEY JUST FEEL DIFFERENT
LITERACY VOLUNTEERS TEACH ADULTS TO READ
•TELL ADULT NONREADERS ABOUT LVA
•BECOME A LITERACY VOLUNTEER
CALL LVA TODAY 265-7205

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1979 AMC Spirit suns good, $600. Can be seen at 8170 Elton Hwy. Tipton.

Window Sale: New $100 each. Phone, 263-4972.

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Boat for sale 16ft., Evinrude 90h.p.-IO, trailer & cover $1950 467-2648 after 5p.m.

For Sale: 13 piece livingroom set with sleeper sofa bed, and dresser with mirrir call 547-6852.

Mother of one would like to do babysitting in my Adrian home. Infants and any age welcome. Fenced in yard and meals furnished. Call 263-1864.

Suzuki 185cc Motorcycle on & off road, good condition $350 or Best offer Call 265-7693.

1972 Ford Pickup Ranchero with Cap, V-8, auto, ps, pb, many new

1976 DODGE CONVERSION VAN, excellent mechanical condition; body fair; 88,000 actual miles, $2,000 -- Yamaha DX100 synthesizer -- C. Itoh A-10 daisy wheel wide carriage printer 451-8025.

1986 Yamaha Maxium 700cc, very sharp, riden one season. 2875 miles with back rest, cover, $1,800 firm. 517-445-2516.

For Sale: Gravely lawn tractor with 40 inch mower deck and 4 foot snow blade. Lawn roller and trailer, 517-238-5144.

Rummage Sale: Beginning April 7 & 8. 2040 W. Weston, Jasper, MI.. Time 9A.M. to 5P.M.

For Sale: Couch with matching chair. Leather Lazy-Boy. Chair 423-4642.

Effeciency apartment, $65 weekly and $65 deposit. Includes utilities and cable. Adrian, male only. 263-1779.

WYOMING RANCH LAND. 40 Acres rolling Grasslands. Secluded, abounds, antelope, elk, ducks, wild horses, etc. $190 down. $76 monthly. Owner 213-459-1075.

1983 Chevy Celebrity, 4 cylinder, automatic, 4 door, good condition cruise, air, tilt, P/S P/B. High miles, dependable, $2795. 263-5198 after 5P.M.

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County backs grant

By DENNIS PELHAM
Daily Telegram Staff Writer

LENAWEE — A resolution supporting a grant application for the Adrian Public Library's literacy program was passed Wednesday night by the Lenawee County Commission even though there was some disagreement over how many people need it.

The resolution was to help the city library win a $20,000 grant through the Library of Michigan to continue its Project LEAD program that helps functionally illiterate adults improve their reading skills.

Jan Vern of the Adrian Public Library told the commission there are an estimated 12,700 functionally illiterate adults in Lenawee County and many more who are marginally illiterate.

When asked how those numbers were arrived at, Vern explained they were based on federal Department of Education estimates that 20 percent of the U.S. population is functionally illiterate and another 35 percent is marginally illiterate. Lenawee's estimates were also based on some random testing, she said.

Commissioner Richard Platt, R-Tipton, was skeptical that more than half of Lenawee County's population could be classed as illiterate. But he had no disagreement with the idea Project LEAD is needed by some Lenawee residents.

"I think we all take the ability to read for granted and it is something we should not take for granted," said Commissioner Genevieve Quigley.

May 25, 1989

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Reading roundup

Madison may ask for millage

MADISON — The Madison school board has gotten some bad financial news.

The school district is facing a deficit this year. The deficit will probably be about $120,000.

James Hartley is superintendent of Madison. Hartly said Madison has some fund equity money to cover the defecit.

But the deficit will use up just about all the school's fund equity. And the school expects next year it will also have a deficit. That deficit could be as high as $300,000.

Hartley said there are only two ways to cut the deficit. The school district will have to cut expenses or raise more money.

The schools will have to cut programs if they want to cut expenses.

The schools will have to raise the millage or get more students to raise more money.

The school district has lost many students in the past few years. Last year the school lost 40 students. This was mainly due to the closing of the Tecumseh Inland plant.

This year the school lost 17 more students.

This means the school lost state aid money. The state pays a school district a certain amount for each student.

The loss of students in Madison cost the schools $310,000.

Hartley said the school board will have to decide if it will ask for millage this spring.

Singles to retire from Morenci

MORENCI — Morenci School Superintendent Neal Singles is going to retire.

Singles has been a teacher and administrator for 34 years.

Singles will retire July 1, 1990.

He has been Morenci's superintendent since 1975.

Singles announced his retirement at a school board meeting. He said he wanted to give the school board lots of time to look for a new superintendent.

A committee was formed to look for a new superintendent. The committee is made of three school board members. Committee members are Robert Beck, Jack Frederick, and Janet Hughes.

This news roundup is a regular feature of The Daily Telegram, in cooperation with Adrian's Project L.E.A.D., to help people in Lenawee County learn to read. Project L.E.A.D. (Literacy, Education and Development) offers private tutoring for those who want to learn to read. For more information, call 265-7205 mornings, or the Adrian Public Library at 263-2161, ex, 277.

LCEC

Lenawee Community Education Cooperative

2345 N.Adrian Hwy. • Adrian, Michigan 49221 • (517) 263-2108

ADDISON COMMUNITY SCHOOLS
110 Comstock Street
Addison, MI 49220
(517) 547-6121

BLISSFIELD COMMUNITY SCHOOLS
630 South Lane Street
Blissfield, MI 49228
(517) 486-2148

HUDSON AREA SCHOOLS
746 North Maple Grove
Hudson, MI 49247
(517) 448-8912

MADISON SCHOOL DISTRICT
3498 Treat Road
Adrian, MI 49221
(517) 263-0741

MORENCI AREA SCHOOLS
500 Page Street
Morenci, MI 49256
(517) 458-2229

ONSTED COMMUNITY SCHOOLS
Slee Road
Onsted, MI 49265
(517) 467-2171

SAND CREEK COMMUNITY SCHOOLS
6850 Sand Creek Hwy.
Sand Creek, MI 49279
(517) 436-3121

November 6, 1989

To Whom It May Concern:

As Acting Director of Community Education for Addison, Blissfield, Hudson, Madison, Morenci, Onsted, and Sand Creek, I am confirming our sincere interest in and a need for Project L.E.A.D.

These communities have referred students to Project L.E.A.D. at the Adrian Library and have also requested tutors to assist students in the local schools. There will be an increased need for the assistance of Project L.E.A.D. in training E.S.L. tutors, as Blissfield will begin high school completion/ESL classes in the migrant camps next summer. We are counting on the expertise of Project L.E.A.D. in helping these people.

Project L.E.A.D. is an essential part of improving the literacy skills of Lenawee County's workforce. We look forward to the ongoing cooperation between the schools and Project L.E.A.D. to meet the needs of our communities.

Sincerely,

Christine Bryan
Director of Community Education

MICHIGAN LITERACY, INC.
Serving Michigan's Volunteer Literacy Programs Since 1969
c/o The Library of Michigan, P.O. Box 30007, 717 W. Allegan, Lansing, MI 48909, (517) 373-4451 or 4452

REACHING AND KEEPING ADULT NEW READERS
STUDENT RECRUITMENT PILOT PROGRAM AGREEMENT

MLI will . . .

- provide outline of project goals
- arrange for initial and follow-up meeting with pilot and participants
  - 1st meeting to brainstorm new recruiting ideas
  - 2nd meeting to develop summaries and strategies into workshop presentation
- maintain contact with and provide support to pilot program participants
- provide adult new reader training and support for recruiting (including interviewing and speaking skills)
- create and provide form to document response to recruitment strategies
- prepare individual pilot summaries and collective summary to share with pilots and other programs
- format recruitment materials
- duplicate recruitment materials
- share information from other pilots with all pilots
- summarize recommendations from pilots and prepare outline of strategy
- create final document from summaries and individual action/recruitment plans used by pilots
- document program's participation in pilot
- publicize program's participation in pilot project
- set up regional workshops to present recruitment information

Pilot programs will . . .

- identify participants to contribute ideas
- answer who, what, where, when, how questions about their recruitment techniques and strategies past, present, and future
- encourage program participants to participate in recruitment strategies
- implement suggestions made by participants and developed by planning group whenever possible
- use MLI form to document student recruitment from June 1 to November 1
- inform pilot participants of opportunity to contribute to and/or present at workshop
- publicize participation in recruitment project and activities, regional workshop, and new reader/writer workshop in their newsletter

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REACHING AND KEEPING ADULT NEW READERS
STUDENT RECRUITMENT PILOT PROGRAM GUIDELINES

Participants will discuss recruitment informally with MLI Directors:

- what techniques are currently used
- how new readers were recruited
- how new readers could be more effectively recruited
- what are stumbling blocks to recruitment
- how can those stumbling blocks be removed

Coordinator will recommend to MLI Director any additional individuals for second, follow-up meeting to plan and implement new ideas suggested by initial group whenever appropriate.

Coordinator and MLI Director will suggest to MLI Director a person to participate in workshop(s) at regional meeting(s). If possible, feasible or desirable, speakers might participate in one or more workshop.

Coordinator will identify pilot participant to contribute to workshop development.

Pilot will publicize recruitment activities by any means currently used to promote program activities:

- newsletter
- tutor meetings
- board meetings

Pilot will keep recruitment data:

- use form provided by MLI to document number of students recruited
- send in monthly report (form provided by MLI) to document recruitment activities

Workplace literacy focus of county seminar

ADRIAN — Literacy in the workplace will be the focus of a day-long workshop in Lenawee County Nov. 10.

The conference, called "Planning for Lenawee's Workforce 2000" is sponsored by the Lenawee Chamber of Commerce, Adrian Adult Education, Adrian Public Library's Project L.E.A.D., Tecumseh Adult Education, Lenawee Community Education Cooperative, and the LISD Vo-Tech Center.

These groups have put together a slate of activities geared toward professionals ranging from labor leaders to college administrators, said Emmajo Pulley-Gray, of Adrian's Adult Education program.

In fact, she said, any "top guns" in either business and industry or education should benefit from the session.

The conference will feature several special speakers, including Elizabeth Howe, director of the Michigan Department of Labor; Phillip Power, founder and owner of Suburban Communications Corp. and chairman of the Michigan Job Training Coordinating Council; Rena Soifer, director of the UAW-Ford/EMU Academy and named an "Outstanding Michigan Educator" in 1988 and 1989; and Michael Gall, senior and organizational employee development consultant, Steelcase, Inc.

Two leaders from Lenawee County will also speak at the conference: David Munson, president of the Lenawee Tomorrow Economic Development Corp.; and Marcia Soller, director of planning and community services for the Lenawee Intermediate School District.

Howe will speak on "Transforming the Workplace in the Future." Topics covered by other speakers will include the need for increased workforce skills, ways to make Michigan's workforce more competitive, and new models for workplace education.

Those attending will do more than simply listen to lectures, said Pulley-Gray. During the afternoon, sessions will take place which will allow participants to help plan Lenawee's workforce for the coming century.

The conference will take place a Adrian College, and will run from a.m. to 2:45 p.m. Cost is $45 per pe son, which includes handout mate ials, continental breakfast, and luncheon buffet.

The deadline for registration Nov. 3. Reservations may be mail into the Lenawee County Chamb of Commerce, 216 N. Main St., A rian, 49221. Those with questio may contact the Chamber 265-5141.

Howe, Power, Gail to speak at literacy conference

LENAWEE — Several Michigan movers and shakers will be featured at a Lenawee County conference on literacy in the workplace.

The conference, scheduled for Nov. 10 at Adrian College, will include speeches by the state's director of the Department of Labor, the owner of a communications corporation, and an employee development consultant.

Elizabeth P. Howe, director of the Michigan Department of Labor since 1985, will speak on "Transforming the Workplace in the Future."

Prior to accepting her position as labor director, Howe worked as director of the Michigan Department of Licensing and Regulation, and on the Michigan State University Board of Trustees.

As a member of the Blanchard administration, she serves on the governor's cabinet councils on Jobs and Economic Development, and Human ...estment.

Phillip Power, founder, owner, and chairman of the board of Surburban Communications, Corp., Livonia, will speak on "Michigan's Workforce: How We Can Get Competitive."

His communications corporation includes as subsidiaries the Observer and Eccentric Newspapers, the Farmers Advance News, Community Newspapers, Inc., and Advertising Systems, Inc.

Power serves as chairman of the Michigan Job Training Coordinating Council, and is a member of the Governer's cabinet council on Human Investment.

Mike Gail is the senior organizational and employee development consultant at Steelcase, Inc. of Grand Rapids. He will speak on "Life in the Donut Shop," detailing the nature of changes at Steelcase.

Gail serves as chairman of the Grand Rapids Chamber of Commerce Economic Education Committee.

He also spent six months in Gov. Blanchard's Executive Corps, where he was assigned to consult to the State Department of Education.

Rena Soifer, director of UAW-

ELIZABETH HOWE

PHILLIP POWER

MIKE GAIL

Ford/EMU Academy, Ypsilanti, will speak on "Participatory Learning: A New Model for Workplace Education."

Soifer was named an "Outstanding Michigan Educator" in 1988 and 1989, and has taken a reading instruction program into Michigan factories to help workers faced with changing job requirements.

She is a member of the Michig Reading Association, the Michig Adult Literacy Statewide Coordin ing Committee.

THE ACCESS
COMMUNICATOR
Adrian, MI
June 7,1989
"When in Doubt ... Communicate!"
155 N. Winter, Adrian, MI Phone 263-0800

Literacy Becomes Us It Is Our Heritage

By Harriet Fields

Frankly, I was skeptical.

How could there be, I wondered, all the attention given to literacy programs

After all, wasn't compulsary free public education established in this country more than 150 years ago?

How could American citizens not be literate after they passed through the school system, even if they left at 16 years of age?

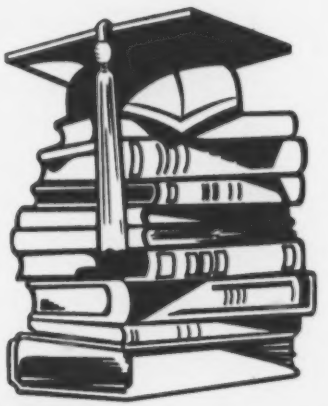
To find out, I spoke with Jan Vern, project LEAD coordinator in her office at the Adrian Public Library Service and Construction Act.

Jan Vern was most helpful in explaining how illiteracy has come about in our country.

*Some people are part of a mobile population who are not in one place long enough to go to school.

*Some people can read words but are not able to read texts for comprehension.

*Some youngsters go through 13 years of school, and through one ruse or another, are unable to read. These youngsters often drop out at the earliest possible age.



In a story carried in **Parade Magazine**, May 21, 1989, First Lady Barbara Bush, told of an instance of illiteracy in a public school.

She said that she discovered that her son, Neil, who was in second grade at the time, could not read.

He was recovering from chicken pox and she wanted to help him pass the time, so she suggested they read a story together. He was unable to read.

Mrs. Bush called his teacher and she said of course Neil can read. Come and see for yourself. So, she did.

When Neil stood up to read, the kids on each side of him were feeding him the words. Those with reading disabilities learn to fake very convincingly.

The Bushes immediately took steps to help Neil. It turned out that he had dyslexia, a severe reading disability. Working with tutors he overcame that disability and now at 34 years, married and a father, he completed requirements for a master's degree some years back.

Mrs. Bush has made literacy a personal crusade for 25 years.

She says, "The home is the child's first school. The parent is the child's first teacher. Reading is the child's first subject."

Now that the initial steps have been made toward a more literate population, those who can't read are overcoming their timidity and asking for help.

With this help, either with a one-on-one tutor or in adult education classes, they are now able to read directions on various products, prescriptions, job applications, driver's license requirements,

One woman who took the training was able to read a recipe for the first time. Another could operate a microwave oven. Both were excited to have the new-found ability.

The Access/Communicator is proud to have had a part in the literacy program. Because of its newspaper format of short sentences and paragraphs, and also the way the want ads are set in type, the entire appearance is easy copy for those just learning to read.

Tutors assist those learning to read in attractive rooms provided at the Adrian Public Library. Adult education classes are also available.

Those wishing more information may call (517)263-2161, Extension 217, Adrian Public

Literacy key to workforce

The workforce in the year 2000 will be dramatically changed from the present workforce. At the Fourth Friday Breakfast, a group of educators and business people looked at the impact some of these changes would have on Lenawee County.

Historically, the industrial base in Michigan has provided high wage jobs for workers even if they lacked a high school education or even the ability to read. So long as they were willing to work hard, job-specific training built up their skills.

Advanced technology and increasing competition are changing the demands on the workforce. Increasingly, hard work is not enough. Education, training and retraining are a vital part of the working life. Frequently, workers with marginal skills in reading and math can't keep up.

At present, 90 percent of all jobs require two to three hours of reading or writing per day. 70 percent of job-related reading is between the ninth and 12th grade difficulty level. On an average, 87 percent of reading on the job is about how to do the job.

Several years ago, Ford Motor Company, Ypsilanti, attempted to train its workforce in statistical process control. More than one-half of the participants were unable to understand the training materials. It now offers an on site education program in computer literacy, basic reading and math.

As the employers work to increase the levels of the current employees, they look to greater skills in the new hires. Yet, the pool of educated persons is shrinking. Business leaders are realizing an educated workforce is necessary to remain competitive.

In Lenawee County, 18,000 adults are functionally illiterate (reading level below eighth grade). These workers will make up 80 percent of the workforce of the year 2000. They are already out of school. The quality of the Kindergarten through 12th grade school programs will not address their need. To maintain a quality of workforce, it is necessary to look at the workers we already have. Lifelong education becomes a critical necessity.

The cost of a program such as Ford Motor Company's can be staggering, especially to small businesses. Yet, employees suffering from varying degrees of illiteracy cost their companies through low productivity, workplace accidents, absenteeism, poor product quality, and lost management and supervisory time.

Project LEAD and county adult education programs are hoping to increase cooperation with business and industry in providing the opportunity for the undereducated workers to improve their basic skills. Incentives, referrals, on site programs are a sample of ways this can come about in a cost effective way.

Many workers are now learning to read better by participating in Project LEAD (Literacy Education and Development). Volunteer tutors work one to one with adults who want to improve their reading skills.

More information on Project LEAD can be obtained from Jan Vern, project coordinator, Adrian Public Library, (517) 263-2161

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DT 9-25

Editorial

Is growth good?

Lenawee County has entered what's shaping up as an era of growth. Aggressive marketing combined with historic forces have brought the county to a turning point. A lengthy period of stagnation has been replaced by a growth mode, with new industry building, the promise of expansion by some existing industries, and a rapid rise in employment in the service sector.

Good news, right?

Not everyone is convinced. There are now stirring in the county elemental forces that are resistant to change and worried about growth. In some cases they exert quiet pressure to slow the development apparatus, and in other cases they stand up and produce outright opposition to development.

Concern about change is centered in two areas — among captains of industry and among community residents.

The first argument is easy. Some industrialists fear that new factories with new employment will put so much pressure on the available pool of labor that they will have to compete for workers. They're afraid of having top hands hired away, and that a scarcity of skilled workers will result in upward pressure on wages.

The resistence in the community is more complicated and more instinctive — and in some cases is also a pocketbook matter. Growth in employment will attract new people to the community. This will mean strangers — some of whom are from neighboring counties but others of whom come from other states or even other countries — will move in and change the familiar character of the community.

The influx will bring changes on many fronts. Political power bases will change. Schools will become more crowded and may have to be expanded. New subdivisions will be built and will need water, sewer and streets. Property taxes may rise. Lines will be longer at the checkout lane. Construction will change the look of the town.

These people miss a couple of important points. Upon reflection, they may find that there are other things that come with development that may outweigh their objections.

The first point is crucial. Without development a community does not stay the same, it shrinks. Jobs leave, and unless they are replaced, the economy suffers. We saw this in Lenawee in the first few years of the decade. The status quo does not bring a comfortable continuity, it brings stagnation and decay.

Without growth, young people leave. They have to, to find jobs. With new industries and new offices to hire our graduates, Lenawee can retain the talented and energetic people we have invested so much in educating and nurturing. With an increasing job base, the college students who are lured to Lenawee from other places can find employment here and share their vigor and knowledge.

With new industry, the taxpayers are ultimately spared the burden of assuming an increasing share of the cost of government. While there may be some initial expense involved with creating the infrastructure for the new industry and population, in the long run the industry will ease the homeowners' burden.

Even retirees, who fear that higher costs will erode their fixed incomes, will benefit because a prosperous community can afford more services and better accomodations for older citizens.

New industry and new jobs raise the level of prosperity of the community. If industry must compete for workers, then more workers will be attracted to the community, bringing skills and experience that can benefit the organization. Like a fresh breeze they can bring new ideas and new enthusiasm. They can make a firm more productive and more competitive — and thus can help to create an environment in which higher wages are affordable.

Growth means change and change means adjustment. Those who adjust with enthusiasm can capitalize on new opportunities. Those who don't adjust so easily will probably be carried along with the tide of progress anyway. In the end, nearly all will benefit.

DAILY TELEGRAM

The Need For a Literate Workforce

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Mrs. Bush answers local letters

By JANET ANDREWS
Daily Telegram Staff Writer

ADRIAN — Successful students are the aim of every education program and sharing stories about superior scholars is a traditional way of motivating others to achieve.

Adrian Adult Education recently spotlighted nine special students by sending their tales of triumph to first lady Barbara Bush. Bush has taken on literacy as a problem of special concern during her time in the White House.

The success stories were sent along with others from the region in celebration of Michigan's Adult Education Week in March, said Lynn Hollosy, director of Adrian Public Schools' adult ed program.

Hollosy said local adult ed teachers were asked to submit information on some of their successful students to be included in a "giant notebook" which was sent to the first lady.

Bush replied to the notebook with a letter complimenting Michigan's adult education programs and thanking community education directors for compiling the notebook.

"Although I am not able to meet with you or become personally involved in your efforts, I am grateful for your sharing," Bush wrote.

"You are making a difference in people's lives and in the world, and I truly believe you exemplify what is best about our country — reaching out to others in need," the letter said.

Hollosy said he was pleased to see state adult education programs receive recognition.

Lenawee students sharing their stories ranged from a Puerto Rican immigrant who is learning English to a laid-off General Motors employee and a 79-year-old great-grandmother who will receive her high school diploma in June.

One characteristic these students share is courage, said Hollosy. All have had to overcome obstacles — such as fear, pride, language barriers, and learning disabilities — to achieve success in adult education.

Two of the nine students whose success stories were sent to the White House will graduate during Adult Education ceremonies June 2, Hollosy said.

Adult students take pen in hand

ADRIAN — Nine students from Adrian's adult education program were selected to share their success stories with First Lady Barbara Bush through letters on Michigan Adult Education week.

The students worked with their teachers on the letters, outlining the ways they have benefitted from adult ed. The letters were sent to the White House along with other letters from students throughout the region.

The students agreed to share their successes with readers of the *Daily Telegram* to encourage others to participate in adult ed programs.

Eliezer Rivera: "My name is Eliezer Rivera. I came from Puerto Rico. When I came, I could not speak English. I didn't know what I could do about the language. I could not look for work. But thanks to the adult education program, now I can speak a lot of English. I can read and write enough to understand. So now I see America so wonderful. I want to still study the second language, because in the future I want to be a professional man."

Amy Chung: "I'm come from another country. I want to go to school learn English. This school help me learn English and help me read it. I hope me soon know much, write and read English. I write letter for my family, tell them I know little English. They want me to work hard, learn English."

Nam Ward: "When I started to learn, I didn't know the ABCs. I never had much education for my own country. My tutor helped me a lot. Now I am in a class. I can read. I know the ABCs and am so proud of it. I hope I continue to go to school.

"My tutor write me a letter and I write back from her. I got another letter. She says she is so proud of me. My kids proud of me, too. But I have to learn a long way yet. Still I try.

I had never read a newspaper before, but I can now with the help of my tutor."

Pat Koons: "I've been in adult education for two and a half years. I started reading to my daughter, Ruthie, last summer. It was my friend and tutor, Jan, who encouraged me. The way that I was reading to her helped me to read to Ruthie. Ruthie loves it, and and I'm happy about it, becuse I can see she's learning with my help. She looks at my books, and she copies letters from them. I hoping to come back next year."

See SUCCESS on Page 5

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May 24, 1989

First Lady gets Lenawee letters

SUCCESS, from Page 1

Allen Elmore Jr.: "I couldn't read nothing — zero! Some of the things I can do now that I could not do before are read a grocery list my

Anna Cilley: In 1989, Anna will finally accomplish her dream — a dream she has cherished for 53 years. She was broken-hearted when it was

high school diploma, and that I didn't read at a very high grade level. I read about the same as my son. My math level was less than my grade level. When it came to spelling, I not only couldn't spell my son's spelling words, but I also couldn't read his list. My loving wife had to do that for him.

"After only one year of adult